

Rhetoric and Educational Discourse

Persuasive Texts?

Richard Edwards, Katherine Nicoll,
Nicky Solomon and Robin Usher



Rhetoric And Educational Discourse

James Crosswhite



Rhetoric And Educational Discourse:

Rhetoric and Educational Discourse Richard Edwards, Katherine Nicoll, Nicky Solomon, Robin Usher, 2013-02-01
Educational policy is often dismissed as simply rhetoric and a collection of half truths However this is to underestimate the power of rhetoric and the ways in which rhetorical strategies are integral to persuasive acts Through a series of illustrative chapters this book argues that rather than something to be dismissed rhetorical analysis offers a rich and deep arena in which to explore and examine educational issues and practices It adopts an original stance in relation to contemporary debates and will make a significant contribution to educational debates in elucidating and illustrating the pervasiveness of persuasive strategies in educational practices Rhetoric and Educational Discourse is a useful resource for postgraduate and research students in education and applied linguistics The book will also be of interest to academics and researchers in these fields of study and those interested in discursive approaches to research and scholarship *Rhetoric and the Republic* Mark Garrett Longaker, 2007 Casts a revealing light on modern cultural conflicts through the lens of rhetorical education Contemporary efforts to revitalize the civic mission of higher education in America have revived an age old republican tradition of teaching students to be responsible citizens particularly through the study of rhetoric composition and oratory This book examines the political cultural economic and religious agendas that drove the various and often conflicting curricula and contrasting visions of what good citizenship entails Mark Garrett Longaker argues that higher education more than 200 years ago allowed actors with differing political and economic interests to wrestle over the fate of American citizenship Then as today there was widespread agreement that civic training was essential in higher education but there were also sharp differences in the various visions of what proper republic citizenship entailed and how to prepare for it Longaker studies in detail the specific trends in rhetorical education offered at various early institutions such as Yale Columbia Pennsylvania and William and Mary with analyses of student lecture notes classroom activities disputation exercises reading lists lecture outlines and literary society records These documents reveal an extraordinary range of economic and philosophical interests and allegiances agrarian commercial spiritual communal and belletristic specific to each institution The findings challenge and complicate a widely held belief that early American civic education occurred in a halcyon era of united democratic republicanism Recognition that there are multiple ways to practice democratic citizenship and to enact democratic discourse historically as well as today best serves the goal of civic education Longaker argues Rhetoric and the Republic illuminates an important historical moment in the history of American education and dramatically highlights rhetorical education as a key site in the construction of democracy Discourses of Denial Thomas Discenna, 2017-09-22 Discourses of Denial explores the myriad ways that the labor of those employed by universities is situated as somehow distinct from ordinary labor Focusing on a variety of sites where academic labor is discursively constructed in popular consciousness including among the professoriate itself its critics and detractors the unionization

struggles of graduate students the invisibility of contingent academics and the resistance to the unionization of student athletes Merging Critical Rhetoric CR with Critical Discourse Analysis CDA this study examines myth that academic work is not the same as other labor Pason 2011 p 1786 The denial of academic labor functions to underwrite an attack on labor in all of its variations producing what Berardi 2009 calls a new kind of worker who values labor as the most interesting part of his or her life and therefore no longer opposes the prolongation of the working day but is actually ready to lengthen it out of personal choice and will p 79 The professoriate is therefore not a retrograde figure of more genteel times but the emblematic figure of late capitalism's transition to cognitive labor and with it an unceasing colonization of the human lifeworld

Constructing Rhetorical Education Davida Charney, Wilma R. Ebbitt, 1992 In nineteen essays illustrating its many aspects this book offers an argument for what it takes to construct a complete rhetorical education The editors take an approach that is pragmatic and pluralistic based as it is on the assumptions that a rhetorical education is not limited to teaching freshman composition or any specific writing course and that the contexts in which such an education occurs are not limited to classrooms This thought provoking volume stresses that while a rhetorical education results in the growth of writing skills its larger goal is to foster critical thinking Discourse, Power, and Resistance, 2003 *Rhetorical Traditions and the Teaching of Writing* C. H. Knoblauch, Lil Brannon, 1984 The argument of this book is that the earliest tradition of Western rhetoric the classical perspective of Aristotle and Cicero continues to have the greatest impact on writing instruction albeit an unconscious impact This occurs despite the fact that modern rhetoric no longer accepts either the views of mind language and world underlying ancient theory or the concepts about discourse knowledge and communication presented in that theory As a result teachers are depending on ideas as outmoded as they are unreflectively accepted Knoblauch and Brannon maintain that the two traditions are fundamentally incompatible in their assumptions and concepts so that writing teachers must make choices between them if their teaching is to be purposeful and consistent They suggest that the modern tradition offers a richer basis for instruction and they show what teaching from that perspective looks like and how it differs from traditional teaching Rhetorical Education In America Cheryl Jean Glenn, 2009-03-15 A timely collection of essays by prominent scholars in the field on the past present and future of rhetoric instruction From Isocrates and Aristotle to the present rhetorical education has consistently been regarded as the linchpin of a participatory democracy a tool to foster civic action and social responsibility Yet questions of who should receive rhetorical education in what form and for what purpose continue to vex teachers and scholars The essays in this volume converge to explore the purposes problems and possibilities of rhetorical education in America on both the undergraduate and graduate levels and inside and outside the academy William Denman examines the ancient model of the citizen orator and its value to democratic life Thomas Miller argues that English departments have embraced a literary research paradigm and sacrificed the teaching of rhetorical skills for public participation Susan Kates explores how rhetoric is taught at nontraditional institutions such as Berea College in Kentucky

where Appalachian dialect is espoused Nan Johnson looks outside the academy at the parlor movement among women in antebellum America Michael Halloran examines the rhetorical education provided by historical landmarks where visitors are encouraged to share a common public discourse Laura Gurak presents the challenges posed to traditional notions of literacy by the computer the promises and dangers of internet technology and the necessity of a critical cyber literacy for future rhetorical curricula Collectively the essays coalesce around timely political and cross disciplinary issues Rhetorical Education in America serves to orient scholars and teachers in rhetoric regardless of their disciplinary home and help to set an agenda for future classroom practice and curriculum design

Conversational Rhetoric Jane Donawerth, 2012 In *Conversational Rhetoric* Jane Donawerth traces the historical development of rhetorical theory by women for women studying the moments when women produced theory about the arts of communication in alternative genres humanist treatises and dialogues defenses of women s preaching conduct books and elocution handbooks

Refiguring Rhetorical Education Jessica Enoch, 2008-05-16 *Refiguring Rhetorical Education* Women Teaching African American Native American and Chicano a Students 1865 1911 examines the work of five female teachers who challenged gendered and cultural expectations to create teaching practices that met the civic and cultural needs of their students The volume analyzes Lydia Maria Child s *The Freedmen s Book* a post Civil War educational textbook for newly freed slaves Zitkala a s autobiographical essays published in the *Atlantic Monthly* in 1900 that questioned the work of off reservation boarding schools for Native American students and Jovita Idar Marta Pe a and Leonor Villegas de Magn n s contributions to the Spanish language newspaper *La Cr nica* in 1910 and 1911 contributions that offered language and cultural instruction their readers could not receive in Texas public schools Author Jessica Enoch explores the possibilities and limitations of rhetorical education by focusing on the challenges that Child Zitkala a Idar Pe a and Villegas made to dominant educational practices Each of these teachers transformed their seemingly apolitical occupation into a site of resistance revising debilitating educational methods to advance culture based and politicized teachings that empowered their students to rise above their subjugated positions *Refiguring Rhetorical Education* considers how race culture power and language are both implicit and explicit in discussions of rhetorical education for marginalized students and includes six major tenets to guide present day pedagogies for civic engagement

The Cultivation of Character and Culture in Roman Rhetorical Education Anthony Edward Zupancic, 2023-08-04 At its very center *The Cultivation of Character and Culture in Roman Rhetorical Education* The Available Means is a study of the subtle organic ways that rhetoric can work to cultivate a particular character This is an extension of the current work in composition studies which focus on the ways that writing instruction contributes to the development of individual power and agency in students combined with an ancient understanding of the ways that students learned to act within a particular accepted cultural framework It recognizes and reclaims a lost dimension of rhetoric a dimension that is conceptually linked to the martial culture of the ancient world to show how ancient rhetorical theory framed the discipline as an education in

thinking speaking and acting in ways that were necessary to be both a persuasive speaker and an effective leader Through close readings and analysis of particular rhetorical exercises the book shows how rhetorical education shaped characters that were appropriate in the eyes of the dominant culture but were also capable of working independently to progressively alter that culture In showing the ways that rhetorical education shaped a particular character the book demonstrates the ways that the combination character culture and virtue are vital to leadership in any time *The Rhetoric of Reason* James Crosswhite,2012-11 Responding to skeptics within higher education and critics without James Crosswhite argues powerfully that the core of a college education should be learning to write a reasoned argument A trained philosopher and director of a university wide composition program Crosswhite challenges his readers teachers of writing and communication philosophers critical theorists and educational administrators to reestablish the traditional role of rhetoric in education To those who have lost faith in the abilities of people to reach reasoned mutual agreements and to others who have attacked the right or wrong model of formal logic this book offers the reminder that the rhetorical tradition has always viewed argumentation as a dialogue a response to changing situations an exchange of persuading listening and understanding Crosswhite s aim is to give new purpose to writing instruction and to students writing to reinvest both with the deep ethical interests of the rhetorical tradition In laying out the elements of argumentation for example he shows that claiming questioning and giving reasons are not simple elements of formal logic but communicative acts with complicated ethical features Students must learn not only how to construct an argument but the purposes responsibilities and consequences of engaging in one Crosswhite supports his aims through a rhetorical reconstruction of reason offering new interpretations of Plato and Aristotle and of the concepts of reflection and dialogue from early modernity through Hegel to Gadamer And in his conclusion he ties these theoretical and historical underpinnings to current problems of higher education the definition of the liberal arts and especially the teaching of written communication **Rhetoric and the Global Turn in Higher Education** Christopher

Minnix,2018-03-09 This book studies the role of rhetoric in the expansive movement for global higher education in U S colleges and universities Drawing on an analysis of how discourses of security economy and ethics shape the rhetoric of global higher education as well as that of its populist and nationalist critics the author argues for an understanding of global higher education as a site of rhetorical conflict over visions of students as citizens In doing so the work advances the project of transnational rhetorical education a theoretical and pedagogical project that can foster forms of rhetorical inquiry performance and ethics that equip students to pursue transnational forms of civic engagement belonging and resistance This book will be of interest to scholars and students in the fields of rhetoric and composition studies communication and education as well as to faculty and administrators working in global higher education or internationalization programs

Rhetoric, History, and Women's Oratorical Education David Gold,Catherine L. Hobbs,2013-05-02 Historians of rhetoric have long worked to recover women s education in reading and writing but have only recently begun to explore women s

speaking practices from the parlor to the platform to the varied types of institutions where women learned elocutionary and oratorical skills in preparation for professional and public life This book fills an important gap in the history of rhetoric and suggests new paths for the way histories may be told in the future tracing the shifting arc of women s oratorical training as it develops from forms of eighteenth century rhetoric into institutional and extrainstitutional settings at the end of the nineteenth century and diverges into several distinct streams of community embodied theory and practice in the twentieth Treating key rhetors genres settings and movements from the early republic to the present these essays collectively challenge and complicate many previous claims made about the stability and development of gendered public and private spheres the decline of oratorical culture and the limits of women s oratorical forms such as elocution and parlor rhetorics and women s responses to rhetorical constraints on their public speaking Enriching our understanding of women s oratorical education and practice this cutting edge work makes an important contribution to scholarship in rhetoric and communication

Teaching First-Year Communication Courses Pat J. Gehrke, 2018-07-26 In this book eleven teacher scholars of communication provide a robust study of the challenges and opportunities facing those who teach first year communication courses The first half of the volume offers paradigmatic analyses including a survey of the ecology of the first year course a plea to integrate our first year courses into our research agendas a study of the gap between scholarship and pedagogy within rhetoric a proposal for seven core competencies to unify the various first year communication courses and an argument for a critical communication paradigm The second half details innovations in classroom practice such as the teaching techniques of social justice pedagogues team based learning as a model for the public speaking course response and feedback techniques in teaching public speaking at the University of Copenhagen teaching online speech as a new course focused on the unique challenges of digital communication and the role of oral interpretation and performance classes in the first year curriculum Finally this volume concludes with the editor s manifesto for teaching public speaking

Sacred Rhetorical Education in 19th Century America Michael-John DePalma, 2020-01-29 This book offers new insight into the ways rhetorical educators religious motives influenced the shape of nineteenth century rhetorical education and invites scholars of writing and rhetoric to consider what the study of religiously animated pedagogies might reveal about rhetorical education itself The author studies the rhetorical pedagogy of Austin Phelps the prominent preacher and professor of sacred rhetoric at Andover Theological Seminary and his theologically motivated adaptation of rhetorical education to fit the exigencies of preachers at the first graduate seminary in the United States In disclosing how Phelps was guided by his Christian motives the book offers a thorough examination of how professional rhetoric was taught learned and practiced in nineteenth century America It also provides an enriched understanding of rhetorical theories and pedagogies in American seminaries and contributes deepened awareness of the ways religious motives can function as resources that enable the reshaping of rhetorical theory and pedagogy in generative ways Exploring the implications of Phelps s rhetorical theory and

pedagogy for future studies of religious rhetoric histories of rhetorical education and twenty first century writing pedagogy this book will be essential reading for scholars and students of rhetoric education American history religious education and writing studies

Mapping Christian Rhetorics Michael-John DePalma, Jeffrey M. Ringer, 2014-10-10 The continued importance of Christian rhetorics in political social pedagogical and civic affairs suggests that such rhetorics not only belong on the map of rhetorical studies but are indeed essential to the geography of rhetorical studies in the twenty first century This collection argues that concerning ourselves with religious rhetorics in general and Christian rhetorics in particular tells us something about rhetoric itself its boundaries its characteristics its functionings In assembling original research on the intersections of rhetoric and Christianity from prominent and emerging scholars Mapping Christian Rhetorics seeks to locate religion more centrally within the geography of rhetorical studies in the twenty first century It does so by acknowledging work on Christian rhetorics that has been overlooked or ignored connecting domains of knowledge and research areas pertaining to Christian rhetorics that may remain disconnected or under connected and charting new avenues of inquiry about Christian rhetorics that might invigorate theory building teaching research and civic engagement In dividing the terrain of Christian rhetorics into four categories theory education methodology and civic engagement Mapping Christian Rhetorics aims to foster connections among these areas of inquiry and spur future future collaboration between scholars of religious rhetoric in a range of research areas

Landmark Essays on Aristotelian Rhetoric Richard L. Enos, Lois P. Agnew, 2020-11-25 There is little doubt that Aristotle s Rhetoric has made a major impact on rhetoric and composition studies This impact has not only been chronicled throughout the history of rhetoric but has more recently been contested as contemporary rhetoricians reexamine Aristotelian rhetoric and its potential for facilitating contemporary oral and written expression This volume contains the full text of Father William Grimaldi s monograph studies in the philosophy of Aristotle s Rhetoric The eight essays presented here are divided into three rubrics history and philosophical orientation theoretical perspectives and historical impact This collection provides teachers and students with major works on Aristotelian rhetoric that are difficult to acquire and offers readers an opportunity to become active participants in today s deliberations about the merits of Aristotelian rhetoric for contemporary teaching and research

The Realms of Rhetoric Joseph Petraglia, Deepika Bahri, 2012-02-01 In The Realms of Rhetoric contributors from a wide range of disciplines explore the challenges and opportunities faced in building a curricular space in the academy for rhetoric Although rhetoric education has its roots in ancient times the modern era has seen it fragmented into composition and public speaking obscuring concepts theories and skills Petraglia and Bahri consider the prospects for rhetoric education outside of narrow disciplinary constraints and together with leading scholars examine opportunities that can propel and revitalize rhetoric education at the beginning of the millennium

The SAGE Handbook of Rhetorical Studies Andrea A. Lunsford, Kirt H. Wilson, Rosa A. Eberly, 2008-10-29 The SAGE Handbook of Rhetorical Studies surveys the latest advances in rhetorical scholarship synthesizing theories and

practices across major areas of study in the field and pointing the way for future studies Edited by Andrea A Lunsford and Associate Editors Kirt H Wilson and Rosa A Eberly the Handbook aims to introduce a new generation of students to rhetorical study and provide a deeply informed and ready resource for scholars currently working in the field Key Features Brings together scholars from across the disciplines of Speech Communication English and Writing Studies While rhetoric is by definition interdisciplinary self identified scholars in the field are most often institutionally separated from one another This Handbook bridges this divide by providing a refreshing range of transdisciplinary views on the nature status definition and scope of rhetoric today Offers a thorough going overview of rhetorical studies today Organized in four sections Historical Studies in Rhetoric Rhetoric Across the Disciplines Rhetoric and Pedagogy and Rhetoric and Public Discourse the volume provides a single resource for engaging rhetorical studies Underscores the importance of rhetoric to education across a wide range of disciplines as well as to effective participation in public arenas Thus the volume connects rhetoric s long teaching tradition to an activist agenda for informed civic engagement Addresses methodological and theoretical difficulties and offers means of negotiating them Provides one of the first introductions to rhetorical studies across cultures and to the related debates concerning comparative and contrastive rhetorics

PROGRESS, CULTURE AND DEMOCRACY: PUBLIC DISCOURSE AND RHETORIC OF EDUCATION (ADDAMS JANE, RICE JOSEPH MAYER, ARNOLD MATTHEW, DU BOIS W. E. B.). Margaret J. Marshall, 1991 about education

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Table of Contents Rhetoric And Educational Discourse

1. Understanding the eBook Rhetoric And Educational Discourse
 - The Rise of Digital Reading Rhetoric And Educational Discourse
 - Advantages of eBooks Over Traditional Books
2. Identifying Rhetoric And Educational Discourse
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Rhetoric And Educational Discourse
 - User-Friendly Interface
4. Exploring eBook Recommendations from Rhetoric And Educational Discourse
 - Personalized Recommendations
 - Rhetoric And Educational Discourse User Reviews and Ratings
 - Rhetoric And Educational Discourse and Bestseller Lists
5. Accessing Rhetoric And Educational Discourse Free and Paid eBooks
 - Rhetoric And Educational Discourse Public Domain eBooks
 - Rhetoric And Educational Discourse eBook Subscription Services
 - Rhetoric And Educational Discourse Budget-Friendly Options

6. Navigating Rhetoric And Educational Discourse eBook Formats
 - ePub, PDF, MOBI, and More
 - Rhetoric And Educational Discourse Compatibility with Devices
 - Rhetoric And Educational Discourse Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Rhetoric And Educational Discourse
 - Highlighting and Note-Taking Rhetoric And Educational Discourse
 - Interactive Elements Rhetoric And Educational Discourse
8. Staying Engaged with Rhetoric And Educational Discourse
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Rhetoric And Educational Discourse
9. Balancing eBooks and Physical Books Rhetoric And Educational Discourse
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Rhetoric And Educational Discourse
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Rhetoric And Educational Discourse
 - Setting Reading Goals Rhetoric And Educational Discourse
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Rhetoric And Educational Discourse
 - Fact-Checking eBook Content of Rhetoric And Educational Discourse
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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